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ONTARIO

DEPARTMENT OF EDUCATION

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TEACHING IN THE ELEMENTARY SCHOOLS OF ONTARIO

1951

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PART I

Teaching as an Occupation

YOU already know something about teaching as an occupation. In your own school-days you have become acquainted with many aspects of a teacher's work. But teaching does not look just the same from the teacher's table as it does from the pupil's desk. The purpose of this leaflet is to give information to those who are considering, as a possible career, teaching in the public or separate schools of Ontario.

First of all, is teaching a worth-while profession? Is it work that counts? The answer is very definitely yes. In a democratic land the future not only of individuals but of the country depends upon the training of the nation's children. As no school system can be better than its teachers, communities are increasingly interested in securing good instructors—the best possible—for their girls and boys. The importance of the teacher's task has never been more widely recognized than it is to-day.

Your second question may well be, "What chance shall I have of securing a position if I train as a teacher?" The answer could not be more encouraging. Graduates of the Normal Schools are in such demand that a choice of positions is open to each one. There are approximately 20,000 teachers in the 6,666 public and separate schools of Ontario. To replace those leaving the profession, to overtake the shortage of teachers that now exists, and to fill new positions created by increasing enrolments, many new teachers will be required for some years to come.

What initial salary will the teacher receive? It is hard to generalize, as individual school boards fix the payments, and circumstances vary from community to community. In the first year of teaching in a rural school the salary will probably be $1,700 or better. In some urban schools the initial salary may be lower, possibly $1,600, but in such cases progress to higher salaries is usually assured by an agreed schedule of annual increases. In public schools during 1949-50, the average salaries for all men ranged from $1,980 in ordinary rural schools to $3,267 in cities, with an average of $2,700 for the Province. Women teaching in ordinary rural schools averaged $1,805, in cities $2,532, and for the Province $2,129.

QUALITIES REQUIRED IN TEACHING

"They are happy men whose natures sort with their vocations," wrote Bacon. What natures sort best with teaching? The person who plans to be a teacher should like children and should like study. You should like children because you will be much in their company, and because their interests and abilities will provide the basis of all your work. You should also have a reasonable liking for study, because you can only teach well what you already know well. The teacher is ever the student—preparing the day's work for the class, keeping up-to-date by reading professional books and magazines, taking summer courses, keeping informed on current affairs, and cultivating some interests apart from the school altogether.

Good health is a further essential for the teacher—health both of body and of mind. It is surprising how much physical and nervous energy is expended in directing the daily work of the school. As far as health of mind is concerned, a cheerful enthusiastic disposition is an asset to any teacher. "Fire kindleth fire," and a person who has a lively interest in his subject is well on the way to stirring the interest of his pupils. Self-control, a sense of humour, and a sense of fairness are three other attributes that make for success in teaching. Think of the instructors whom you admire most as a student. The chances are that they possess all three.

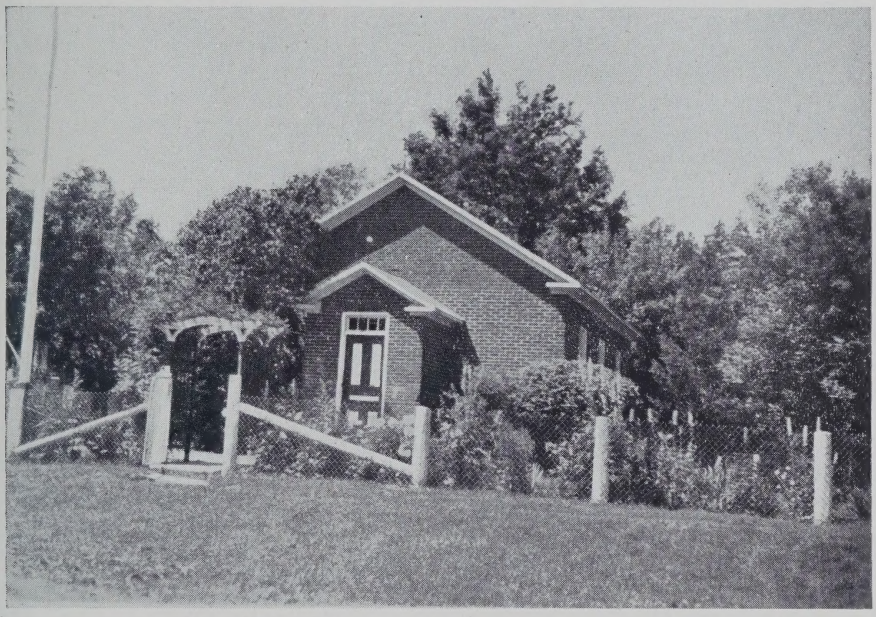
Teaching is not a routine job; it continually confronts one with new situations. There are said to be two kinds of people—those who are happiest working at jobs where almost all the decisions have already been made for them, and those who are happiest when they have a chance to exercise their own initiative in solving problems. Teaching definitely requires the second kind of person.

The teacher's responsibilities extend beyond the classroom, and an increasing number of extra-curricular activities come under his supervision. Athletics, dramatics, and clubs of various kinds play a large part in the modern school. If your interests are broad, you will find ample opportunity to play the part of guide and leader in some of these special fields.

The school is a community itself, but it is also part of the larger community. The teacher works not only with children, but with adults as well. Fellow-members of the staff, home and school associations, community clubs, church groups, and teachers' organizations provide opportunities for co-operative activity, and for pleasant and useful relationships. Working with people calls for a spirit of give-and-take that plays its part in every walk of life. The teacher stands in special need of what has been summed up in a recently coined word, "getalongability."

WORKING CONDITIONS

Working conditions are even more important than salary in an occupation. Most of the schools located in cities, towns, or villages have reasonably satisfactory accommodations from a health standpoint. In graded schools you will have the companionship of other teachers, and their help in solving your problems. Your principal will also assist you with his counsel.



A rural school set in attractive grounds.

Should your first position be in a one-roomed rural school you will have a challenging opportunity for the exercise of initiative and for the acceptance of responsibility. The inspector will be at hand to give advice, and will prove a helpful friend to the young teacher. An increasing number of rural communities have attractive, well-furnished school-buildings. The brisk building programme of the past six years has placed many modern classrooms in the townships. The rural teacher may do much, in co-operation with parents, trustees, and pupils, to improve and beautify the grounds of the school.

You may wonder what provision is made for the teacher who loses time from work through ill-health. Teachers absent from duty for this cause are protected by law from loss of salary for a period of

twenty days in each school year. Some school boards have cumulative sick-leave plans which protect teachers from loss during a longer period if they have not used up the sick-leave allowance in preceding years.

The teacher's vacations are worthy of note when considering the working conditions of the profession. One or two weeks at Christmas, a week at Easter, and nine weeks in summer provide excellent opportunities for study, travel, recreation, and rest.

If you plan to make teaching your whole career, you will be interested in the Teachers' Superannuation Fund. Every teacher in public and separate schools pays six per cent. of his salary into this Fund, which also receives contributions from the Provincial Government. Full pensions, under the Act, are granted to teachers who complete forty years of service, or who have taught thirty-five years and have reached the age of sixty-two years. Teachers with service between thirty and thirty-five years are entitled to a lesser amount. The minimum pension under the Fund is $600, and the maximum pension is $3,000. Teachers who are incapacitated by illness after at least fifteen years of service may also qualify for a pension under certain conditions.

All teachers on beginning their work automatically become members of the Ontario Teachers' Federation. One object of this organization is to promote and advance the interests of teachers and to secure conditions which will make possible the best professional service.

FUTURE OPPORTUNITIES

Vacations have been mentioned as providing opportunities for study. Summer courses are the keys that open doors to advancement for the ambitious teacher. There are two kinds of summer sessions—those conducted by the universities and those provided by the Ontario Department of Education. They represent the two main roads onward for the teacher in an elementary school. One is the university route leading to an Arts degree and to degrees in Pedagogy, and the other is preparation for teaching certain specific subjects or classes in the public or separate schools. We shall look briefly at each of these highways.

The universities of the Province offer teachers the opportunity of qualifying for degrees through extra-mural study and attendance at extension lectures and summer sessions. Hundreds of teachers take advantage of this opportunity, and gradually progress to their Bachelor of Arts degree. Promotions to supervisory positions or principalships are often influenced, in part, by the holding of a degree. University graduates may, moreover, proceed with courses

that will qualify them as public or separate school inspectors, or as teachers in continuation or high schools, collegiate institutes or vocational schools. Teachers with the B.A. degree are also qualified to pursue post-graduate courses at the universities, including studies leading to the degrees of Bachelor of Pedagogy (B.Paed.) and Doctor of Pedagogy (D.Paed.), as well as to the degrees of Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.).

The second route to advancement is by preparation to teach special subjects or classes in public or separate schools. Teachers who wish to specialize in Agriculture, Arts and Crafts, Audio-Visual Aids, Auxiliary Education, Commercial Subjects, Guidance, Home Economics, Industrial Arts and Crafts, Music, Physical and Health Education, or Primary Methods, find it possible to take summer courses training them for such work. These courses are conducted by the Ontario Department of Education, and while they do not lead to a degree, they are recognized by special certificates. School systems frequently offer opportunities for teachers holding such qualifications.

PART II

The Training of a Teacher

THE COURSE AT NORMAL SCHOOL

IF YOU plan to be a teacher, you will take a nine months' course at one of the eight Normal Schools of the Province. The particular school to which you will be assigned will depend upon the location of your home. Ontario is divided into seven Normal School districts, served by training schools in Hamilton, London, North Bay, Ottawa, Peterborough, Stratford, and Toronto. (The eighth school is the University of Ottawa Normal School for the training of teachers for those schools in which French is a subject of instruction, with the approval of the Minister.) Students are asked to attend the school in their own district in order (i) that the attendance load may be distributed fairly among the existing schools, (ii) that the students may be in close touch with their homes, and (iii) that they may become familiar with the schools in their own neighbourhood where they will be likely to find employment.

What is the course at Normal School like? The programme is divided into two parts—the study of teaching methods and actual practice with classes of children.

At work in a practice classroom.

The study of teaching methods takes place for the most part in the classrooms of the Normal School. As a foundation, two special subjects receive attention—Science of Education and School Management. Science of Education includes the study of child psychology and principles of teaching; School Management has to do with the administration of the affairs of a school as a business. Then each subject of the elementary course of study receives attention from the teacher's viewpoint—English, Mathematics, Social Studies, Science and Agriculture, Art, Writing, Music, Health, Physical Training, Manual Training, Home Economics, and Religious Education. Different members of the Normal School staff guide the study in these various subject fields by discussion, demonstration, and by periods when the teachers-in-training actually do the things they will later teach to their pupils. In a Normal School, one group may be studying the problem of the shy child in Science of Education, another may be discussing the best method of dealing with taxation problems in Grade VIII arithmetic, another may be learning folk-dancing in the school gymnasium, while another is setting out trees in a forestry plot.

We learn by doing, and if you would learn to teach you must have a chance to practice. During the early weeks of your Normal School course you will observe your teachers in the Normal School, or other teachers, guiding the learning activities of groups of children. You will then discuss your observations in the Normal School classroom, where you will learn how to plan and guide learning activities yourself. Soon you will be ready for practice.

Teachers-in-training are sent individually or in groups to selected classrooms in urban and rural schools. There they spend some time watching the regular teacher at work. Soon each student receives an assignment—a slip upon which is stated the topic of a lesson or the nature of an activity which he will conduct with the class at a set time on a future date. The beginner is not left without help in preparation for these early teaching experiences as the teacher of the practice classroom and the staff members of the Normal School are available for advice. The Normal School library is also helpful as it is stocked with books and pictures related to every phase of the elementary school programme.

Teaching and observation in both urban and rural schools continue throughout the training course. Included in this experience are several weeks of continuous practical work, during which the student takes full charge of a classroom for part of each week, under the supervision of the regular teacher.

At the end of the Normal School year a teacher-in-training who has passed in practice teaching and in the final examinations will be granted an Interim First Class certificate. If the student's term work in a subject has been of high standard, he may be recommended for standing without writing the final paper. The final examinations are set by the Department of Education, and are uniform for all the Normal Schools.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities play an important part in the teacher-training year. While these activities vary from Normal School to Normal School, they are alike in that they afford excellent opportunities for the development of social qualities so valuable to a teacher. They also provide, both for those who take part and for those who look on, a pleasant diversion from regular study.

The Literary Society is organized under the Regulations, and its meetings are attended by all students. Here one may cultivate musical and dramatic talents, and secure practice in public speaking and debate.

Music naturally receives emphasis in a teacher-training school. In addition to classroom instruction, most schools have choirs or glee clubs which present programmes for special occasions. A school orchestra may be organized when there are students with sufficient training and talent to make this possible.

Enterprise work, Toronto Normal School.

Athletics have their place, too, in the Normal School programme. Basketball, softball, volleyball, and soccer are listed in the syllabus for Physical Training as games that students should know, while tennis, badminton, and ping-pong have always their loyal followers. Since the best way to learn a game is to play it, teams are organized in a number of games. School teams may have exciting contests with nearby universities or secondary schools, while neighbouring Normal Schools sometimes arrange inter-school meets. Inter-form games, and play-day programmes of group games, give teachers-in-training further practical experience in the recreational field.

The social life of a Normal School student is not overlooked. At Homes, parties, and outings of different kinds are planned by school committees, adding pleasure to the school year. Varying interests are kept in mind, so that all may take part in the social programme.

PERMANENT FIRST CLASS CERTIFICATE

Graduates from the Normal Schools receive an Interim First Class teaching certificate, valid for five years. To make this certificate

permanent it will be necessary for you (i) to teach successfully for two years, (ii) to complete successfully five university subjects or Departmental summer courses approved by the Minister of Education, and (iii) to attend a summer course in Education. For any summer course, except that in Education, you may substitute a certificate of three years of successful teaching, or a certificate indicating standing in eight Grade XIII papers. Standing in eleven Grade XIII papers is accepted in lieu of two summer courses other than Education. If you choose to write one or more university subjects, English is obligatory. If you are French-speaking, and write two or more university subjects, one of these should be English and the second should be French. All of this advanced work may be taken at summer schools or by extra-mural study. If you are teaching near a university centre you will be able to attend evening lectures. Several of the universities go even further, and send lecturers to cities and towns where groups of teachers assemble for evening classes.

Teachers who have not completed all the requirements for a permanent certificate at the end of the five years, may have their interim certificates renewed from year to year as long as they can show that they are making progress towards the standing required.

PRIMARY SPECIALIST COURSE

Girls who wish to teach in junior or senior kindergartens, or to specialize in teaching Grades I and II, may train for such work by taking the Primary Specialist course at Toronto Normal School. Applicants for that course, however, must hold either a first class teaching certificate or a university degree, and must be able to read music, to sing, and to play at sight on the piano. Required proficiency at the piano is comparable to that expected of a student in Grade IX, Royal Conservatory of Music of Toronto. Further information regarding the course may be secured, on request, from the Principal, Toronto Normal School, 870 Pape Avenue, Toronto 6, Ontario.

COST OF THE NORMAL SCHOOL COURSE

No tuition fees are charged at Normal School. A fee of $2.00 is required for a medical examination during the opening days of the course. If an applicant is rejected as a result of the medical examination, this fee is refunded. The cost of text-books, notebooks and supplies should not exceed $25.00 for the year. Students' organizations such as the Literary Society, Athletic Society, etc., usually collect fees to defray the cost of extra-curricular activities, but the total for these purposes is not likely to exceed $8.00. If you do not live in a city where a Normal School is located, you will have the added expense of room and board.

Scholarships and bursaries under the Dominion-Provincial plan are available under certain conditions to assist students who might

At handwork in a demonstration classroom.

otherwise be unable to defray the expense of a year at Normal School. Students who feel that such assistance may be necessary are advised to discuss the matter with the principal of their secondary school.

A student whose home is in one of the Districts of Northern Ontario, and who attends North Bay Normal School, will receive from the Department of Education a refund of the amount he pays in excess of $5.00 for railway or boat fare to the school in September. A similar refund is made to such a student when he returns to his home at the close of the session in June.

PART III

If You Plan to Teach

IT may be a year or two before you plan to attend Normal School, but there are things that you can do in the meantime that will be helpful in your teacher-training course. First of all, you can observe your own teachers with special interest. How do they arouse the interest of their students? What opportunities do they give you to take active part in their classes? By what means do they maintain discipline? How do they awaken in you an enthusiasm for the subjects which they teach? While methods in secondary school will differ from those suited to elementary pupils, yet you may learn much about principles of teaching from your days as a student.

We learn to teach by teaching. Some young people get valuable experience by teaching a class in Sunday School. Others secure summer employment on playgrounds, where they supervise games or tell stories to younger children. Such activities will help you to learn whether you are happy working with children, and whether you have the knack of making things clear to them.

To develop confidence before a group, you will find it useful to take an active part in various school organizations or in the Young People's Society at your church. Hours spent in athletics, dramatics, or in musical activities not only develop skills that will prove useful to you as a teacher, but they help to put you at ease in the classroom.

HEALTH STANDARDS FOR TEACHING

Good health is essential to the teacher. Mention has been made of the medical examination during the first week of the term at Normal School. If you are thinking of entering the teaching profession you would be wise to consult your family doctor to see if you have the necessary health. For his guidance, you might show him this leaflet, drawing his attention to the list of physical defects that are regarded as cause for exclusion from the Normal School, or that make it necessary for the student to waive rights for disability benefits under the pension plan.

A recommendation of exclusion will be made in cases of: tuberculosis-active, or where there is a lung involvement that might reasonably be expected to become active; severe bronchiectasis; certain nervous conditions with a history suggesting emotional instability, and mental conditions such as epilepsy, insanity, etc.; hyperthyroidism, hypothyroidism, or other glandular conditions, if marked; hypertension; cardiac diseases, rheumatic heart, endocarditis, etc.; nephritis; ear defects and otitis media with discharge; certain eye defects; gross overweight; communicable diseases, or other acute conditions.

Where the medical report discloses conditions that do not, at the time, warrant exclusion, but that may in future prevent the person from continuing his teaching career, the student is permitted to attend Normal School provided he signs a waiver of disability privileges under the Teachers' and Inspectors' Superannuation Fund. Waivers are recommended in cases which are not considered good risks for general insurance purposes. Examples of these are: tuberculosis, apparently arrested; bronchitis, asthma, and certain cases of bronchiectasis; diabetes; cardiac cases, not at the moment apparently active; overweight; mild nervous conditions; certain orthopaedic conditions; certain cases of chronic nephritis; certain gastro-intestinal conditions, e.g. gall-bladder involvement. Each case is judged individually on its merits.

Before a final decision leading to a recommendation is reached by the medical board, repeated examinations later in the term may be requested in some cases. Examinations by consultants or specialists are occasionally required. Where certain conditions exist that are amenable to treatment (for example, hernia, nose and throat conditions, eye conditions) the persons concerned are asked to receive the maximum of treatment before being admitted to the teaching profession.

Individuals with certain physical handicaps are well advised to seek occupations other than teaching. Sometimes a handicap is such that continued study would not be in the person's best interests. Examples of other unfavourable conditions are: When the hearing in one ear is so poor that the individual is unable to tell from which direction sound is coming; orthopaedic deformities which render the individual incapable of participating in required activities; conditions which might make the teacher the butt of comment from children—conditions such as unsightly scars, strabismus (cross-eye), glandular deficiency with changes in stature (pituitary), etc.

REQUIREMENTS FOR ADMISSION TO NORMAL SCHOOL

The academic requirement for admission in September, 1951, to the Normal School course leading to an Interim First Class certificate is standing in five Grade XIII papers (one of which shall be English Literature or English Composition), **or** a degree approved by the Minister from a British University. An applicant may submit, in lieu of the Grade XIII standing just stated, evidence of successful completion of any **one** of the following: (i) the Preliminary Year at McMaster University; (ii) the First Year at the University of Western Ontario; (iii) the First Year at the University of Ottawa, provided that the course includes English 1, 1a, 1b, and French 1; (iv) the First Year at Carleton College; or (v) the Two-Year Diploma Course in Home Economics at the Ryerson Institute of Technology. Students planning to enter Normal School later than September, 1951, are advised to consult the principal of their secondary school regarding the latest regulations.

Special provisions are made for the admission of persons with service in the Forces during the war, 1939-45. Ex-servicemen and ex-servicewomen are advised to place their cases before the Registrar of the Department of Education, stating the papers in which standing is held, and making clear the nature and duration of their war service.

Each applicant for admission to Normal School must be a British citizen, and must signify his intention of teaching in the provincial schools of Ontario for at least the first year of his teaching experience. He is also required to submit a certificate from a clergyman or other competent authority that he is of good moral character.

Applicants for admission to Normal School will be interviewed at their secondary schools by a member of the Selection Committee of the Normal School of their district. Individual interviews will be arranged through the office of the principal of the secondary school during the last three or four months of the school year. An applicant not attending secondary school should write directly to the principal of the Normal School as early as possible in the calendar year, regarding arrangements for an interview.

Applicants for admission to the University of Ottawa Normal School, for training as teachers in schools in which French is a subject of instruction with the approval of the Minister, should write to the Deputy Minister of Education for information regarding admission requirements to that School.

HOW TO ENROL AT NORMAL SCHOOL

If you plan to enter Normal School in September, the following suggestions are listed for your guidance.

1. Early in the calendar year, inform the principal of your secondary school of your interest in applying for admission to Normal School. If you are not in attendance at a secondary school, write directly to the principal of the Normal School in your district.

2. About July 15th, write to the Deputy Minister of Education, Parliament Buildings, Toronto 2, Ontario, asking for an application form for admission to Normal School. The completed form, with certificates of your birth, character, and academic standing, should be mailed to the Deputy Minister of Education by August 24.

3. If you fail in any examination and are appealing the result, apply for admission without waiting for the result of your appeal. Your application will receive attention when your appeal is settled.

4. If you wish boarding accommodation in the city where the Normal School is located, and if you do not plan to stay with friends or relatives, write to the Principal of the Normal School, asking him for a list of approved boarding places. You may then make your arrangements for accommodation either by mail or personally during a visit to the city before school opens.

5. In due time you will receive an admission card to the Normal School to which you have been assigned. Take the card with you when you report at the School on the opening day of the course. The session will begin at 9 a.m. on the second Tuesday of September.

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